

Is Thelwall a suitable habitat for a penguin?

As scientists we will;

- **Identify and name of a variety of common animals (birds, fish, amphibians, reptiles, mammals).** Based on our discovery of a penguin living in Thelwall, investigate what kind of animal a penguin is and compare him and sort animals according to type.
- **Explore and compare the differences between things that are living, that are dead and things that have never been alive.** Starting with our penguin, classify items from the story "Lost and Found" and sort them according to living, dead, never been alive.
- **Identify that most things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.** Match animals to their habitats, including cold land animals and animals we find in Thelwall. Consider and debate if Thelwall is a suitable habitat for a penguin and say why.
- **Observe closely using simple equipment and gather and record data to help answer questions.** Create a real life cold land for a penguin using ice/water and investigate what happens to the iceberg and water level over the course of a day when kept in a warm room. Record observations and explain what has happened.
- **Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.** Find out about plants in Antarctica and what penguins eat. Carnivore or herbivore? Using what we have found out about animals and their habitats, look at simple food chains.

As computer scientists we will:

E-safety – Revisit our online safety rules and the importance on not sharing personal information and not sharing photographs of others without permission.

Year 1

Develop an understanding of a range of tools used for digital painting. Use tools to create own digital paintings and consider preferences when painting with and without the use of computers.

Year 2

Learn to recognise that different devices can be used to capture photographs. Gain experience capturing, editing and improving photos and use this knowledge to recognise that images we see may not always be real.

Where is Antarctica, and what is it like there?

As geographers we will;

- **Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans.** Locate Antarctica on a range of maps, globes and using google earth. Rebuild cut up maps showing continents and oceans. Label maps with continents and oceans.
- **Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.** Use maps and globes to find out where the equator lies and use a range of sources to find out about the effect of this on the weather. Could a penguin live in Thelwall? Begin to record the weather pattern in Thelwall.
- **Understand geographical similarities and differences in places by looking at a small area of the UK and a contrasting non-European country. Use basic geographical vocabulary to refer to key physical and human features.** Walk around the locality identifying geographical features and compare Thelwall with an area of Antarctica to help us decide which is the most suitable for a penguin.
- Look at the local weather pattern as part of our comparison and

Could a Penguin Live in Thelwall?

As musicians we will;

- Use Charanga to recognise changes in tempo, listen carefully and recall short rhythmic and melodic patterns, identify a pulse in music and listen carefully with attention to detail.

PSHRE Respect including Anti-bullying week

- Recognise similarities and differences between me and my friends including how we learn. Compliment people on their achievements. Demonstrate the gestures and language of good manners. Say what bullying is (including online bullying) and how it makes people feel. Describe ways to stay safe online.
- Describe ways to respect other people's privacy in school. Describe some situations when I should ask for permission.
- Demonstrate the importance of looking after things at home and at school.

We will read:

"Lost and Found" and other Oliver Jeffers stories.

Poetry: Mr Penguin/ I'm a Little Penguin

As artists we will;

- **Learn about the work of other artists and link to our own work-** Look at Antarctica water colour painting by David McEown and find out about his journeys to Antarctic to paint.
- **Use this to paint from a range of starting points (as other artists)-** paint a seascape from 'Lost and Found.'

As global citizens we will;

- **Consider how we can make a positive contribution to society-** Develop our understanding of climate change and the impact this is having, particularly on penguin habitats.
- Look for ways that we can help to reverse the changes by reducing our carbon footprint, using less plastic and recycling our waste.

R E -Christianity

Key Stage 1 Question – How do we respond to the things that really matter?

Focus Question – why do Christians say that Jesus is the 'light of the world'?